

## Who am I in a Global World – Integrated Performance Assessment (IPA) Targeted Proficiency Range: Novice-Low approaching Novice-Mid

### Learner Targets: I can...

- ✓ understand another culture and its gestures.
- ✓ meet and greet others appropriately.
- ✓ describe myself to others.
- ✓ ask and respond to personal questions.
- ✓ identify where the language is spoken.
- ✓ interpret information from a video.

### Duration of Assessment

3 Class Periods.

In conjunction with the Colorado Sample Curriculum Project Unit Overview:

[http://www.cde.state.co.us/sites/default/files/documents/standardsandinstruction/curriculum/samples/worldlanguages/wl\\_novicelow\\_whoami.pdf](http://www.cde.state.co.us/sites/default/files/documents/standardsandinstruction/curriculum/samples/worldlanguages/wl_novicelow_whoami.pdf)

### Interpersonal Speaking and/or Interpersonal Writing Scenario

You are participating in an online interview or social networking experience with your new friends at the Sister City school. In the interview you will ask and answer questions to find out some information about your new friends.

Try to find out some of this information:

- Name
- Age
- School
- Hobbies
- Pets
- Family

Ask other questions to find out even more about your new friends.

### Interpretive Listening

Your Sister School wants to show you their home town and has sent you a video.

- Show what you understand by responding to the questions that your teacher created.

### Presentational Writing Scenario

Continue your relationship with your new friends! In order for your new friend to learn more about you, use a social networking site to share your information.

Consider doing the following:

- Find picture(s) that tell your story (family, pets, hobbies) and write a post to describe some details of your picture(s) so your new friend can learn more about you.
- Please feel free to add more pictures so that your new friend can learn more about you.

These assessments may be modified to serve the needs of different languages, proficiency levels and available resources.

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## **Evaluator and Teacher Guide**

**The purpose of the assessment** is to provide an opportunity for students from both Sister Schools to understand each other's culture and through effective communication in the target language through various electronic media. This Integrated Performance Assessment (IPA) includes interpretive listening, interpersonal speaking, interpersonal writing, presentational writing, and presentational speaking activities.

### **Evaluator and Teacher need to:**

- ensure that students and their parents understand the purpose of the assessment
- ensure that students understand the activities included in the assessment
- ensure that students understand the expectations in each activity by using rubrics
- ensure that parents agree to and return their permission for students to use online communicative sites
- Show samples of the sister school's pictures and/or video(s)
- Differentiate and accommodate based upon student needs
- Provide feedback to students during and after each activity

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## **Student Guide**

**The purpose of the assessment** is for you to use your language skills to communicate with students from your Sister City in order to learn about their culture and share about yours through different electronic media. During the activities, you will use what you have learned (vocabulary, phrases, expressions) in your lessons.

By the end of this activity I can ...

- Understand another culture and its gestures
- Meet and greet others appropriately
- Describe myself to others
- Ask and respond to personal questions
- Identify where the language is spoken

### **You will need to complete the items as follows:**

- Collect pictures about yourself, school, town/city
- Prepare greetings and introduction about yourself
- Return parent permission slip related to the assessment and activities
- Visit the places in town and school & get ready for filming
- Post the picture(s) and simple messages (greetings, introductions, etc.)
- Record the tour in town or school

These assessments may be modified to serve the needs of different languages, proficiency levels and available resources.

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